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ABSTRACT

Designed to assist Bureau of Indian Affairs school officials in the identification of safety education program needs, this evaluation guide focuses upon the basic operational components in a safety education program. The means for establishing an evaluation design for safety education are presented via a flexible model appropriate for most typical, K-12 schools. Specifically, this guide includes: (1) a general evaluation plan with step by step operational procedures; (2) curriculum suggestions (travel safety; home and farm safety; job safety; school safety; recreational safety; fire prevention and protection; first aid; and driver education); (3) educational objectives; (4) the role of safety education in an educational program; (5) criteria for the evaluation of safety education in American Indian education (program objectives; administration; curriculum; in-service training; audio-visual aids; budget; safety handbook; accident reporting forms; safety organizations; safety in shops; inspection for fire safety; traffic safety; first aid; first aid supplies; bicycle in-service training); (5) samples of pre-tested questionnaires for students, teachers, parents, and administrators. (JC)

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RESEARCH AND EVALUATION REPORT SERIES NO. 40.00

CURRICULUM AND EVALUATION GUIDE FOR SAFETY EDUCATION PROGRAMS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Fundamental to a successful program of Safety Education is the philosophy that education for safe living must be an integral part of the total Safety Education Program; that it must engage the enthusiastic, cooperative support of administrators, teachers, pupils and tribal members; that it must be continuous, creative and imaginative; and that it must be continually evaluated in terms of changing needs.

Therefore, this evaluation guide is primarily designed to assist the Bureau of Indian Affairs school officials to identify programmatic needs for changes or improving their programs of Safety Education, and to provide information to parents, teachers, principals and tribal officials.

This guide was prepared to focus on the basic operational components which are needed for the operation of a Safety Education Program.

It is hoped that this evaluation guide will provide a framework that will result in better Safety Education Programs for the Bureau of Indian Affairs' School System.

THE EVALUATION PLAN

In general there are five phases in evaluating the Safety Education Program in the Bureau of Indian Affairs' System.

(1) Specifying what is to be evaluated

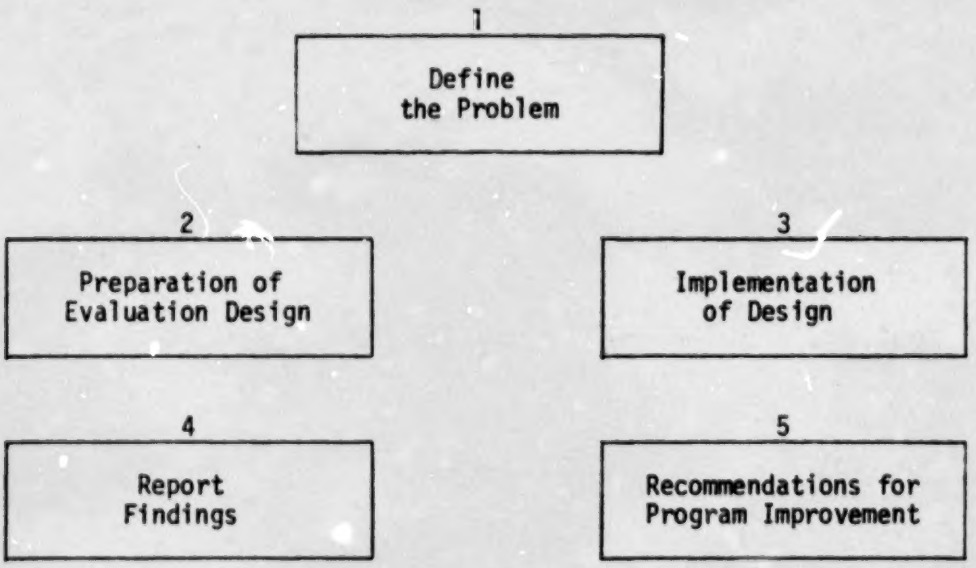
(2) Designing the evaluation plan

(3) Implementing the plan

(4) Reporting the findings

(5) Recommendations for program improvement

General Plan



Within each of the five broad phases above, there are several steps which will be completed in sequential order. More specifically, the steps which make up the problem definition and design phases define, and therefore, must precede the other phases. The initial phases are made clear what is to be evaluated, why it is to be evaluated, how it is to be evaluated, and how the findings will be reported. Because they are so crucial to the overall process, they are the main focus of this design.

To provide an overview of the entire process of evaluating safety education in the context of school system, Figure 1 specifies 12 steps or tasks which will be completed. The first two of these steps may be considered as the pre-design or problem definition phase (See Figure 1). Steps 3 through 10 are those necessary to complete the evaluation design as they specify a procedure to solve the evaluation problem. Steps 11 and 12 relate to implementation of the design and involves reporting the findings on which program modifications may be based.

Step One: BACKGROUND DEVELOPMENT

This is an important initial step in the evaluation project. This includes a review of the written record; interviews with decision-makers, community members.

Step Two: DECISION AREA

One of the early tasks is to identify decision areas of concern. These form the guidelines for the evaluation. Review decision areas with decision-makers and reach common understanding concerning them. These may be stated in the form of questions, objectives, or narrative statements.

Step Three: TECHNIQUES AND INSTRUMENTATION

Determine techniques and instrumentation that will provide information used in consideration of decision areas. Review with decision-makers.

Step Four: PROJECT DESCRIPTION

Write a brief project description which delineates the above three steps in summary form. Include in the Project Description an information flow chart and a schedule of activities.

Step Five: IMPLEMENTATION

This is the activity when the evaluation work begins. Approach all of the activities with discipline and rigor and strive to stick to schedule. The integrity of the plans and the work is important.

Step Six: DATA GATHERING

Shows the selection or development of data collection instruments. For several outcome questions and most process or treatment question, instrumentation were developed specifically for the evaluation effort.

Step Seven: DATA ANALYSIS

Depicts sampling plan preparation. The details of the plan depend on decisions made in preceding steps and administrative considerations.

Step Eight: REPORT PREPARATION

During this step it may be necessary to prepare and discuss a preliminary report with decision-makers. Then, finalize report.

Step Nine: PRESENTATION OF REPORT

This may take a variety of forms, but focus on decisions to be made. Focus on follow-up and evaluators availability to assist in getting started.

Step Ten: FOLLOW-UP

Implement the data collection plan.

Step Eleven:

Analyze the data collected. The first task is processing and tabulating the data. Then suitable analytical techniques are selected and analysis is performed.

Step Twelve: REPORT FINDINGS

Report the findings and make recommendations. The report will be prepared in sections on the assumption that not everyone will have need for all sections of the report. The report should provide basic data indicating the context in which the safety education effort was carried out.

It should be noted that the emphasis throughout this evaluation will be on obtaining student outcome and related treatment data and management processes will receive equal emphasis.

ACTIVITIES OF THE SAFETY EDUCATION PROGRAM

The evaluation of the Safety Education Program in the Bureau of Indian Affairs' School System will include the following areas of concern. It was felt, in designing of the plan, awareness that a complete and well-rounded program of safety education must recognize the importance of safety as an integral element in every place of activity in which there are hazards, including the following:

1. Travel Safety
2. Home and Farm Safety
3. School Safety
4. Job Safety
5. Recreational Safety
6. Fire Prevention and Protection
7. First Aid
8. Driver Education

A. Program Goals and Objectives

How are goals interpreted by the staff and what are the program's priorities?

B. Participants

Who and what are the number of participants? (staff, students, parents, etc.) What are the responsibilities and duties of each participant? The number of students and grade levels must be identified.

C. Major Activities

How are the program goals and objectives being met?

D. Personnel

1. Does the staff meet minimum requirements of the State Department?
2. Administrative staff?
3. Instructional personnel?
4. Student Service personnel?
5. School Support staff (janitors, cooks, bus drivers, etc.)

E. Review and Planning

Were project planning sessions held between staff, administrators and teachers?

F. In-Service Training

Was any in-service training provided to teaching staff about materials or curriculum activities related to Safety Education?

OBJECTIVES OF THE SAFETY EDUCATION PROGRAM

1. To promote good safety habits of all school children and youth in school, home, church and community.

2. To raise the safety standards of school life.

3. To secure adequate safety habits for care and protection of school children and youth.

4. To establish cooperation between the home and school so that parents and teachers can cooperate intelligently in safety education for children and youth.

5. To develop between educators and the community a united effort that will secure for all school children and youth the highest advantage in safety education.

6. To teach all school children how to live without fear of accidents through knowledge gained from effective safety educational courses.

ROLE OF THE SAFETY EDUCATION PROGRAM

1. To cause children to recognize situations involving hazards.

2. To develop habits of conduct which will enable children to meet situations of daily life with as little danger as possible to themselves and others.

3. To develop habits of safety rules at home, on the streets, in school or at play.

4. To teach children to read, understand, and obey safety rules and regulations.

5. To teach children safe conduct in the use of street cars, private automobiles and busses.

6. To develop safe habits in the use of playthings, tools, common articles of the home and school and in the use of fire.

7. To teach children to cooperate in preventing accidents and the taking of unnecessary risk involving physical dangers.

8. To develop wholesome attitudes concerning: (a) and law enforcement officers; (b) the self-preservation of themselves and others; (c) organized efforts to assure safety for all.

9. To continually give children good examples in desirable safety practices.

CRITERIA FOR THE EVALUATION OF SAFETY EDUCATION IN INDIAN EDUCATION

School:_____ Date:_____

Teacher:_____ Grade:_____

Principal:_____ Administrator:_____

Objectives

Criterion: Basic objectives essential for the implementation of the Safety Education Program are incorporated in the overall school objectives.

Findings:

Recommendations:

Administration

Criterion: The administration of the school system will be responsible for leadership and improvement of the Safety Education Program.

Findings:

Recommendations:

Curriculum

Criterion: The Safety Education Program is well coordinated with the regular school curriculum which includes driver education.

Findings:

Recommendations:

In-Service Training

Criterion: The school system provides an in-service educational program for all teachers prior to the opening of school.

Findings:

Recommendations:

Audio-Visual Aids

Criterion: The school system provides in the Safety Education Curriculum audio-visual aids for the classroom teacher.

Findings:

Recommendations:

Budget

Criterion: The school system will provide funds for further development and additional materials for the Safety Education Program.

Findings:

Recommendations:

Safety Handbook

Criterion: The school system provides a safety handbook tailored to the needs of the school.

Findings:

Recommendations:

Accident Reporting Forms

Criterion: The school system provides all teachers with reporting forms to report all accidents.

Findings:

Recommendations:

Safety Organizations

Criterion: Provisions are made in organizing safety organizations in the school system.

Findings:

Recommendations:

Safety in Shops

Criterion: The school system will make proper precaution to protect pupils and employed personnel from injuries in laboratories, gymnasiums, shops, on stairways and in all other parts of buildings.

Findings:

Recommendations:

Inspection for Fire Safety

Criterion: The school system will provide regular fire inspections for the safety of all students.

Findings:

Recommendations:

Traffic Safety

Criterion: The school system will provide school patrols for the safety of all students.

Findings:

Recommendations:

First Aid

Criterion: The school system will provide training for all students in first aid practices.

Findings:

Recommendations:

First Aid Supplies

Criterion: The school system will provide first aid kits for each classroom, shops, and gymnasium.

Findings:

Recommendations:

Bicycle In-Service Training

Criterion: The school system will provide an in-service training for all students interested in bicycle riding.

Findings:

Recommendations:

STUDENT QUESTIONNAIRE

1. Do your teachers coordinate Safety Education with your other school subjects?

   Yes _____ No _____ Don't Know _____

2. Do your teachers teach traffic safety such as the following:

   1. Traffic signs — Yes _____ No _____
   2. Traffic signals — Yes _____ No _____
   3. Safety habits in crossing streets (car and pedestrian) — Yes _____ No _____
   4. Proper use of sidewalks — Yes _____ No _____
   5. Safest way home — Yes _____ No _____
   6. Danger of playing in streets — Yes _____ No _____
   7. Walking at night — Yes _____ No _____

3. Explain what your teacher means when she/he talks to you about fire safety and school fire drills.

4. Do your teachers teach safety in outdoor play and sports? Yes ____ No ____
   If "yes", give three examples:

5. Do your teachers teach vocation safety? Yes ____ No ____
If "yes", give three examples:

6. Do your teachers teach first aid? Yes ____ No ____

7. Do your teachers teach all phases of school safety? Yes ____ No ____
If "yes", explain:

TEACHER QUESTIONNAIRE

1. Do you teach Safety Education to your students? Yes ____ No ____
   If "yes", give an example:

2. Do you take your class on field trips relating to Safety? Yes ____ No ____
   If "yes", where do you take them?

3. Has the Safety Education Program assisted in bringing resource persons to your class? Yes ____ No ____ If "yes", who?

4. In your opinion has the Safety Education Program been effective in your school system? Yes ____ No ____ If "yes", give an example:

5. Where did you get your material to teach about Safety Education?

6. Do you use both safety films and safety filmstrips for teaching Safety Education? Yes ____ No ____

7. Do you teach home safety? Yes ____ No ____ If "yes", give an example:

8. List safety filmstrips that you have used:

9. List safety films that you have used:

10. Do you think that Safety Education should be an important part of your school curriculum? Yes ____ No ____ If "yes", explain its importance:

PARENT SURVEY

1. Do you know if the school is teaching your child Safety Education?
   Yes ____ No ____ If "yes", give an example:

2. Have your children/child discussed with you anything about Safety Education?
   Yes ____ No ____ If "yes", explain:

3. Explain why it is important to have a Safety Education Program in your school system.

4. Have you had a conference with the school's safety coordinator about your child's safety interest? Yes ____ No ____ If "yes", explain:

5. Do you have any suggestions about your Safety Education Program in your school system? Yes ____ No ____ If "yes", give suggestions:

ADMINISTRATIVE SURVEY

1. Does the administration provide basic objectives for the implementation of the Safety Education Program in your school system? Yes ____ No ____
If "yes", list objectives for your Safety Education Program:

2. Explain what provisions are made for the items listed for your Safety Education Program in your school system.

1. The administration will be responsible for the leadership and improvement of the Safety Education Program for the school system.

2. Curriculum

3. In-Service Training

4. Audio-Visual Aids

5. Budget

6. Safety Handbook

7. Accident Reporting Form

8. Safety Organizations

9. Safety in Shops

10. Information for Fire Drills

11. Fire Drills

12. Traffic Safety (School Patrol)

13. First Aid

14. First Aid Supplies

15. Bicycle In-Service Training

16. Driver Education

17. Other provisions or suggestions you wish to add:

SUMMARY

This document provides suggested means of establishing an evaluation design for safety education within a school. The model is flexible and can be applied appropriately for most typical schools K-12. It also identifies suggested curriculum supplement to an educational program that would include Safety Education Program. Samples of questionnaires are provided for the user and these are also flexible for a particular school. The questionnaires have been used in an evaluation process and thought to be reliable in drawing out responses for a fair evaluation.